



Communities That Care

# Community Assessment Training

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Collecting  
Archival Data

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Participant's Guide

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# Notes



**Phase Three:**  
**Developing a Community Profile**

**Module 1** Overview  
Milestone: Build the Community Board's capacity

**Module 2** Using the *Communities That Care* Youth Survey report  
Milestone: Collect community assessment information

**Module 3** Collecting Archival Data  
Milestone: Collect community assessment information

**Module 4** Identifying Priorities  
Milestones: Prioritize populations or geographic areas  
Identify priority risk and protective factors

**Module 5** Preparing a Community Assessment Report

**Module 6** Next Steps

**Community Resources Assessment Training**

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WE ARE HERE.

# Notes



### Slide 3-3

#### Module 3 goal:

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To provide the knowledge and skills necessary for collecting archival data for the risk and protective factor assessment.

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# Notes

## Objectives

1. Define archival data and its uses.
2. Identify what archival data should be collected.
3. Identify indicators and potential sources.
4. Assign responsibilities for data collection.
5. Learn how to prepare the data for analysis.

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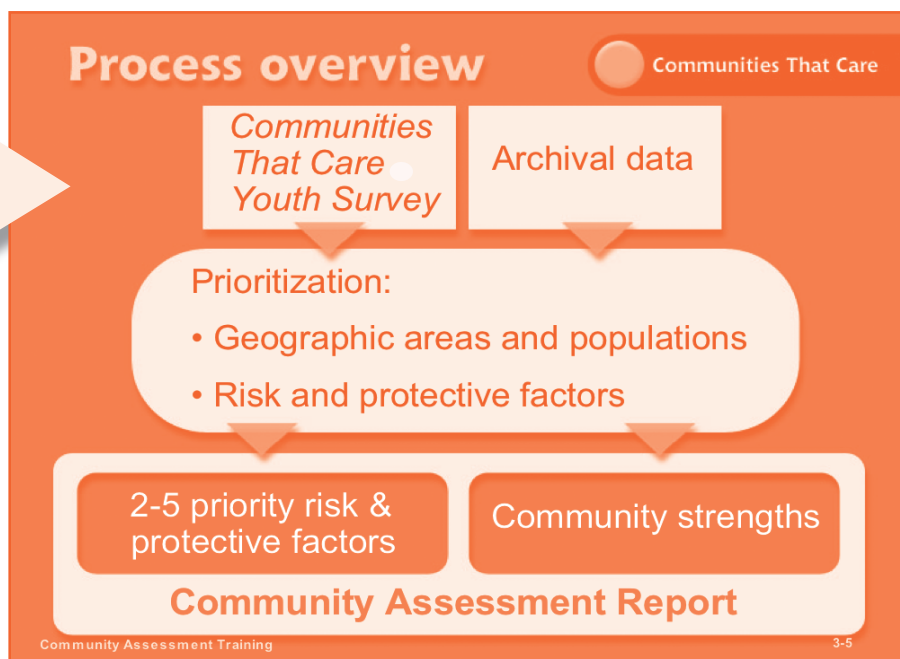


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# Notes



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# Notes

## What is archival data?

It's any data that has already been collected.

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# Notes





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### Archival data formats

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- Raw numbers or written reports
- Stored in paper files, computer databases or online

Remember:  
It must be valid and reliable!

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# Notes

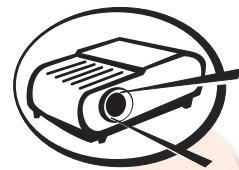
## Planning for archival data collection

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1. Identify risk factors and problem behaviors you need data for.
2. Identify indicators to be collected.
3. Identify sources for each indicator.
4. Assign each source to a team member.
5. Assign a data collection manager.

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# Notes



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## Validated indicators

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**Indicator**—data collected to measure a risk factor, protective factor or problem behavior.

Validated archival indicators:

- 9 risk factors
- 5 problem behaviors
- 0 protective factors



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# Notes

# Risk Factor, Protective Factor and Problem Behavior Indicators

	CTCYS	Archival
<b>Risk Factors</b>		
Availability of Drugs	X	X
Availability of Firearms	X	
Community Laws and Norms Favorable toward Drug Use, Firearms and Crime	X	
Media Portrayals of Violence		
Transitions and Mobility	X	X
Low Neighborhood Attachment and Community Disorganization	X	X
Extreme Economic Deprivation		X
Family History of the Problem Behavior	X	X
Family Management Problems	X	X
Family Conflict		X
Favorable Parental Attitudes and Involvement in the Problem Behavior	X	
Academic Failure Beginning in Late Elementary School	X	
Lack of Commitment to School	X	X
Early and Persistent Antisocial Behavior		
Rebelliousness	X	
Friends Who Engage in the Problem Behavior	X	
Gang Involvement	X	
Favorable Attitudes toward the Problem Behavior	X	
Early Initiation of the Problem Behavior	X	X
Constitutional Factors	X	
<b>Protective Factors</b>		
Family Attachment	X	
Family Opportunities for Prosocial Involvement	X	
Family Rewards for Prosocial Involvement	X	
Community Opportunities for Prosocial Involvement	X	
Community Rewards for Prosocial Involvement	X	
School Opportunities for Prosocial Involvement	X	
School Rewards for Prosocial Involvement	X	
Religiosity	X	
Social Skills	X	
Belief in the Moral Order	X	
<b>Youth Problem Behaviors</b>		
Substance Abuse	X	X
Delinquency	X	X
Teen Pregnancy		X
School Drop-out		X
Violence	X	X



### Slide 3-10

#### With **Communities That Care® Youth Survey**

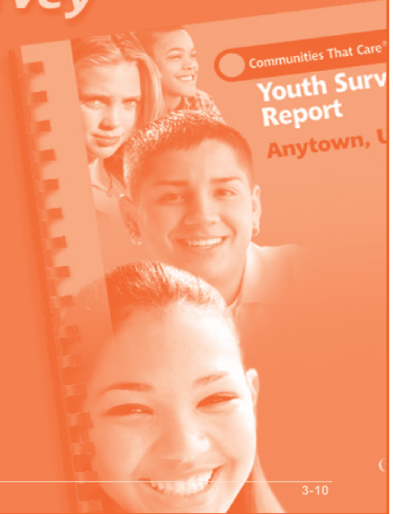
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Collect archival data for:

- 2 risk factors
  - Extreme Economic Deprivation
  - Family Conflict
- 5 problem behaviors
  - Substance Abuse
  - Delinquency
  - School Drop-Out
  - Teen Pregnancy
  - Violence

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# Notes



## Without Communities That Care Youth Survey

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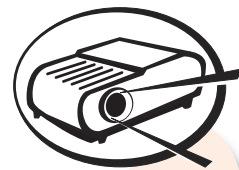
Collect data for nine risk factors:

- Availability of Drugs
- Low Neighborhood Attachment and Community Disorganization
- Transitions and Mobility
- Extreme Economic Deprivation
- Family History of the Problem Behavior
- Family Management Problems
- Family Conflict
- Lack of Commitment to School
- Early Initiation of the Problem Behavior

And all five problem behaviors.

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# Notes



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### Collect:

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- Local data
- National comparison data.

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# Notes

# Archival Data Indicators and Sources (Risk Factors)

Indicator	Possible Local Source(s)*	National Source(s)**
<b>Availability of Drugs</b>		
Alcohol sales outlets	Liquor control board State tax collector Other:	<i>Statistical Abstract of the United States</i> (U.S. Census Bureau)
Tobacco sales outlets	State alcohol and tobacco control board State or local tax collector Other:	<i>Statistical Abstract of the United States</i> (U.S. Census Bureau)
<b>Transitions and Mobility</b>		
Net migration rate	<i>State and Metropolitan Area Data Book</i> USA Counties™ Other:	<i>Statistical Abstract of the United States</i> (U.S. Census Bureau)
New home construction	Local homebuilders' association Chamber of Commerce City or county planner's office Other:	<i>Statistical Abstract of the United States</i> (U.S. Census Bureau)
Rental residential properties	Real estate offices or board Other:	<i>Statistical Abstract of the United States</i> (U.S. Census Bureau)

\*Pages 3—23 and 3—24 list some key online sources of state- and county-level data for many indicators.

\*\*Some national sources, such as data from the U.S. Census, may also have state or local data available.

# Archival Data Indicators and Sources (Risk Factors)

Indicator	Possible Local Source(s)	National Source(s)
<b>Low Neighborhood Attachment and Community Disorganization</b>		
Population voting in presidential elections	County elections office Other:	<i>Statistical Abstract of the United States</i> (U.S. Census Bureau)
Population voting in congressional elections	County elections office Other:	<i>Statistical Abstract of the United States</i> (U.S. Census Bureau)
Prisoners in state and federal correctional facilities	State criminal justice agencies <i>State and Metropolitan Area Data Book</i> Other:	<i>Sourcebook of Criminal Justice Statistics</i>
<b>Extreme Economic Deprivation</b>		
Temporary Assistance to Needy Families (TANF)	State or local welfare agencies Other:	<i>Statistical Abstract of the United States</i> (U.S. Census Bureau)
Unemployment	<i>State and Metropolitan Area Data Book</i> Other:	<i>Statistical Abstract of the United States</i> (U.S. Census Bureau)
Free and reduced lunch programs	<i>State and Metropolitan Area Data Book</i> Local school districts Other:	U.S. Department of Agriculture
Food stamp recipients	<i>State and Metropolitan Area Data Book</i> State welfare agencies Other:	<i>Statistical Abstract of the United States</i> (U.S. Census Bureau)
Adults without high school diplomas	<i>State and Metropolitan Area Data Book</i> Other:	<i>Statistical Abstract of the United States</i> (U.S. Census Bureau)
Single-parent family households	USA Counties™ Other:	<i>Statistical Abstract of the United States</i> (U.S. Census Bureau)

# Archival Data Indicators and Sources (Risk Factors)

Indicator	Possible Local Source(s)	National Source(s)
<b>Family History of the Problem Behavior</b>		
Adults in alcohol or other treatment programs	State alcohol and other drug treatment agencies Local treatment providers Other:	Substance Abuse & Mental Health Services Administration (SAMHSA)
<b>Family Management Problems</b>		
Children living outside the family	State or local social services agencies Other:	U.S. Census Bureau (Families and Living Arrangements)
Children living in foster care	State or local social services agencies Other:	U.S. Department of Health and Human Services (Children's Bureau)
<b>Family Conflict</b>		
Divorce	USA Counties™ Other:	<i>Statistical Abstract of the United States</i> (U.S. Census Bureau)
Domestic violence arrests	State or local law enforcement agencies Other:	<i>Sourcebook of Criminal Justice Statistics</i>
<b>Favorable Parental Attitudes and Involvement in the Problem Behavior</b>		
Babies born affected by alcohol or other drugs	State or county health departments Other:	National Center for Health Statistics (Centers for Disease Control)



# Archival Data Indicators and Sources (Risk Factors)

Indicator	Possible Local Source(s)	National Source(s)
<b>Lack of Commitment to School</b>		
Event drop-outs (Students who dropped out in a single year)	School districts State educational agencies Other:	<i>Statistical Abstract of the United States</i> (U.S. Census Bureau)
Status drop-outs (People ages 16-24 who have not completed high school and are not enrolled)	School district Other:	<i>Statistical Abstract of the United States</i> (U.S. Census Bureau)
<b>Early Initiation of the Problem Behavior</b>		
Drop-outs prior to ninth grade	Local school district Other:	<i>Digest of Educational Statistics</i> (National Center for Educational Statistics)
Alcohol or other drug arrests, ages 10-14	State or local law enforcement agencies Other:	<i>Sourcebook of Criminal Justice Statistics</i>
Vandalism arrests, ages 10-14	State or local law enforcement agencies Other:	<i>Sourcebook of Criminal Justice Statistics</i>
Personal and property crime arrests, ages 10-14	State or local law enforcement agencies Other:	<i>Sourcebook of Criminal Justice Statistics</i>

# Archival Data Indicators and Sources (Problem Behaviors)

Indicator	Possible Local Source(s)	National Source(s)
<b>Substance Use</b>		
Alcohol-related traffic fatalities	State or local law enforcement agencies <i>State and Metropolitan Area Data Book</i> Other:	<i>Sourcebook of Criminal Justice Statistics</i>
Arrests for driving under the influence	State or local law enforcement agencies Other:	<i>Sourcebook of Criminal Justice Statistics</i>
Juvenile alcohol-related arrests	State or local law enforcement agencies Other:	<i>Sourcebook of Criminal Justice Statistics</i>
Adult alcohol-related arrests	State or local law enforcement agencies Other:	<i>Sourcebook of Criminal Justice Statistics</i>
Adult drug-related arrests	State or local law enforcement agencies Other:	<i>Sourcebook of Criminal Justice Statistics</i>
Substance use during pregnancy	County health dept. Other:	National Center for Health Statistics (Centers for Disease Control)
Juvenile drug-related arrests	State or local law enforcement agencies Other:	<i>Sourcebook of Criminal Justice Statistics</i>

# Archival Data Indicators and Sources (Problem Behaviors)

Indicator	Possible Local Source(s)	National Source(s)
<b>Violence</b>		
Juvenile arrests for violent crimes	State or local law enforcement agencies Other:	<i>Sourcebook of Criminal Justice Statistics</i>
Adult arrests for violent crimes	State or local law enforcement agencies Other:	<i>Sourcebook of Criminal Justice Statistics</i>
Homicides	State or local law enforcement agencies Other:	<i>Sourcebook of Criminal Justice Statistics</i>
<b>Teen Pregnancy</b>		
Birthrate among juveniles	County and state health depts. Other:	National Center for Health Statistics (Centers for Disease Control)
Adolescent pregnancies (ages 10 to 17)	County and state health depts. Other:	<i>Statistical Abstract of the United States</i> (U.S. Census Bureau)  National Center for Health Statistics (Centers for Disease Control)
<b>School Drop-Out</b>		
Event drop-outs Status drop-outs	(See sources under "lack of commitment to school")	
<b>Delinquency</b>		
Juvenile arrests for curfew violation, vandalism and disorderly conduct	State or local law enforcement agencies Other:	<i>Sourcebook of Criminal Justice Statistics</i>
Juvenile arrests for property crimes	State or local law enforcement agencies Other:	<i>Sourcebook of Criminal Justice Statistics</i>
Adult arrests for property crimes	State or local law enforcement agencies Other:	<i>Sourcebook of Criminal Justice Statistics</i>

# Key online sources for national data\*

## **Digest of Educational Statistics**

National Center for Educational Statistics  
<http://nces.ed.gov/edstats/>

Chapter 2: Elementary and Secondary Education

- Status drop-outs
- Drop-outs prior to 9th grade

Notes: To access, click on the link for the current year's digest. To access links to all tables, open any chapter and click on "Tables" on the navigation bar at the bottom. Table numbers vary year to year.

## **National Center for Health Statistics**

Centers for Disease Control  
[www.cdc.gov/nchs/](http://www.cdc.gov/nchs/)  
 Click on "Births: Final Data" for current year

- Babies affected by alcohol and tobacco use during pregnancy\*\* (Maternal lifestyle/Infant health characteristics)
- Substance use during pregnancy\*\* (Maternal lifestyle)
- Birthrate among juveniles (Demographics)
- Adolescent pregnancies (Demographics)

\*\*Includes data on tobacco use during pregnancy, low birth weight among smokers, and the occurrence of fetal alcohol syndrome.

## **Sourcebook of Criminal Justice Statistics**

[www.albany.edu/sourcebook/](http://www.albany.edu/sourcebook/)  
 Section 3: Nature and distribution of known offenses

- Alcohol-related traffic fatalities
- Domestic violence arrests ("Intimate Partner Violence")

Section 4: Characteristics and distribution of persons arrested

- Alcohol and other drug arrests, by age
- Vandalism arrests, by age
- Personal & property crime arrests, by age
- Arrests for driving under the influence (DUI)
- Arrests for violent crimes, by age
- Homicides
- Juvenile arrests for curfew violations

Section 6: Persons under Correctional Supervision

- Prisoners in correctional facilities

## **Statistical Abstract of the United States**

U.S. Census Bureau  
[www.census.gov/statab/www](http://www.census.gov/statab/www)

Section 1 (Population)

- Net migration rate
- Single-parent families

Section 2 (Vital Statistics)

- Adolescent pregnancies
- Divorce

Section 4 (Education)

- Adults without high school diploma
- Event drop-outs
- Status drop-outs

Section 5 (Law Enforcement, Courts and Prisons)

- Prisoners in correctional facilities

Section 7 (Elections)

- Voting in elections

Section 11 (Social Insurance and Human Services)

- Temporary Assistance to Needy Families (TANF)
- Food stamp recipients

Section 13 (Labor Force, Employment and Earnings)

- Unemployment

Section 20 (Construction and Housing)

- Rental residential properties
- New home construction

Section 22 (Domestic Trade and Services)

- Alcohol sales outlets
- Tobacco sales outlets

\* Many of these sources also provide state-level data for the indicators listed.

### Key online sources for national data

#### **Substance Abuse and Mental Health Services Administration**

[www.samhsa.gov/oas/dasis.htm](http://www.samhsa.gov/oas/dasis.htm)

Treatment Episode Data Set (TEDS):

- Adults in treatment programs

U.S. Census Bureau

Families and Living Arrangements

[www.census.gov/population/www/socdemo/hh-fam.html](http://www.census.gov/population/www/socdemo/hh-fam.html)

- Children living outside the family

#### **U.S. Department of Agriculture**

Food and Nutrition Service

[www.fns.usda.gov/pd/cnpmain.htm](http://www.fns.usda.gov/pd/cnpmain.htm)

- Free and Reduced School Lunch Program

#### **U.S. Department of Health and Human Services**

Children's Bureau Adoption and

Foster Care Analysis and Reporting System

[www.acf.dhhs.gov/programs/cb/dis/afcars/](http://www.acf.dhhs.gov/programs/cb/dis/afcars/)

Child Welfare Statistics:

- Children living in foster care

### Key online sources for state and county-level data

#### **Guide to Statistical Abstracts**

U.S. Census Bureau

[www.census.gov/statab/www/stateabs.html](http://www.census.gov/statab/www/stateabs.html)

Provides links to state data sources.

#### **Kids Count™**

A project of the Annie E. Casey Foundation

[www.aecf.org/kidscount](http://www.aecf.org/kidscount)

Contains national and state-level data on a range of indicators related to the status of children.

#### **State and Metropolitan Area Data Book**

U.S. Census Bureau

[www.census.gov/statab/www/smadb.html](http://www.census.gov/statab/www/smadb.html)

Includes data on a range of social and economic indicators by state and select metropolitan areas.

#### **USA Counties™**

U.S. Census Bureau

<http://www.census.gov/statab/www/county.html>

Select the state, then the county and table from the pull-down menus.



## Data collection assignments:

Group the data by source.

Assign one person for each source.

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# Notes

# Data Collection Source Worksheet

## Directions

Use this sheet to list and keep track of all the indicators you need from a particular source.

Source: \_\_\_\_\_ Collected by: \_\_\_\_\_

### Contact Information:

Risk Factor/ Problem Behavior	Indicator(s)	Notes/Comments

## Assign a Data Manager who will:

- Be a central collection point
- Organize the data
- Begin to format the data for analysis
- Monitor the data collection effort.

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# Notes



Slide 3-15

### Requesting access to data

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- Use Board member and Key Leader contacts.
- Find out who can give you access.
- Explain the project.
- Address concerns.
- Offer to share the findings.

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# Notes

# Contacting Archival Data Source Holders

## Directions

You may need to request access to data housed by an agency or organization. Below is a guide for initiating contact with someone at that agency or organization.

### I. Introduce yourself.

- Provide your name.
- Identify whom you work for.
- Explain that you are involved in the *Communities That Care* project and are part of the data collection team.

### II. Explain the project.

- Briefly explain the *Communities That Care* prevention-planning system:

*The Communities That Care system is a way for our community to promote the healthy development of children and youth and prevent problem behaviors, including substance abuse, delinquency, teen pregnancy, dropping out of school and violence. Our Community Board was established in [month/year] and includes representatives from [law enforcement, schools, social services, faith community, parents, youth, the business community, local government, other].*

Note: If a representative from the agency or organization is involved in the *Communities That Care* process, let the person know. (For example, "The Superintendent of Schools, Dr. Smith, is a part of our *Communities That Care* project.")

- Briefly explain the purpose of the *Communities That Care* system:

*The purpose of the Communities That Care system is to mobilize all of the stakeholders in our community to identify the risk factors that are highest for our young people. We then select priorities that we can address by enhancing our current resources and filling gaps with research-tested programs and strategies.*

- Explain the purpose of the Risk- and Protective-Factor Assessment work group:

*The Risk- and Protective-Factor Assessment work group is charged with collecting data on each of the risk factors, and identifying which risk factors are highest, so that we can recommend how we should focus our prevention efforts in the community.*

### III. Explain specifically what you need.

- Explain what data you are assigned to collect.
- Confirm that the agency/organization houses the data.

**If yes,** continue.

**If no,** see if the person can direct you to the right source.

### IV. Explain confidentiality.

- Clarify your purpose and how the data will be used.
- Explain that this is a public health project and that you do not want the names or identities of any individuals. The risk factor assessment is measuring the *community* levels of risk factors and will not compromise the confidentiality of any individual.

### V. Ask for any background information about the data.

### VI. Conclude.

- Confirm how the copies of the data will be sent.
- Invite the person to attend the next meeting.
- Thank the person for his or her support.
- Upon receiving the archival data, send a thank-you letter.



### Slide 3-16

#### Tips for collecting archival data

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- Collect meaningful units of measure.
- Collect data for the latest 5 years.
- Collect information about the source.
- Collect other relevant information.

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# Notes

# Data Information Form

## Directions

Use this form to get any relevant background information about the data you are collecting. Complete one form for each indicator collected. Keep the completed form with each set of archival data.

**1. Collector's Name:** \_\_\_\_\_

**2. Risk Factor/Problem Behavior** (From Archival Data Indicators and Sources list): \_\_\_\_\_

**3. Source Information**

Name of the organization: \_\_\_\_\_

Contact's name: \_\_\_\_\_

Contact's phone number: \_\_\_\_\_ Contact's fax number: \_\_\_\_\_

Contact's e-mail address: \_\_\_\_\_

**4. Indicator** (From Archival Data Indicators and Sources list): \_\_\_\_\_

**5. Data Collection Method:**

\_\_\_\_\_  
\_\_\_\_\_

**6. Definition of Indicator:**

\_\_\_\_\_  
\_\_\_\_\_

**7. Unit of Measure** (e.g., rate, percentage, raw numbers): \_\_\_\_\_

**8. Geographical/Political Area** (e.g., City of Anytown, Police Precinct #10, Anytown School District):

\_\_\_\_\_

**9. Demographics** (e.g., is the data broken down by gender, age, race/ethnicity?):

\_\_\_\_\_

**10. Additional Information:**

Years data is available: \_\_\_\_\_

Data formats collected: \_\_\_\_\_

☐ raw data      ☐ report      ☐ other

**11. Reliability/validity issues** (changes to the measure over time, inconsistencies or inaccuracies in the way the data was collected, etc.):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Slide 3-17

### Preparing data for analysis

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- Use common units of measure.
- Format the data for analysis.



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# Notes



## Units of measure

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Trends	Modes
Ranges	Medians
Rates	Gallons
Means	Dollars
Percentages	Totals
Rank	Quartiles

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# Notes



Slide 3-19

## School Drop-Out Anytown High School

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Year	# of drop-outs	# of students	Percentage
1998	30	614	4.9%
1999	31	615	5.0%
2000	31	600	5.2%
2001	33	612	5.4%
2002	34	615	5.5%

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# Notes

## Calculating percentages:

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1. Divide number by total population.

$$16 \div 604 = .026$$

2. Multiply the result by 100:

$$.026 \times 100 = 2.6\%$$



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# Notes



### Slide 3-21

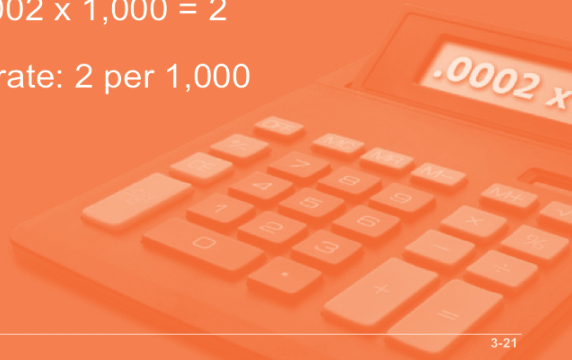
#### Calculating rates:

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Raw number ÷ total population x 1,000 =  
rate per 1,000.

$$30 \div 15,000 = .0002 \times 1,000 = 2$$

Teen pregnancy rate: 2 per 1,000



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# Notes

## Archival data analysis

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- Impressions
- Trends
- Comparisons
- Consistency

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# Notes

# Archival Data Analysis Questions

### Risk Factor/Problem Behavior: Indicators Collected

1. Do you get a sense of what the data show? Do the raw numbers and rates impress you as being low? Average? High? Any red flags?  

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2. What is the trend of the data? How have the data been changing over time? Increasing? Decreasing? Staying fairly level? How have trends changed in relation to population changes?  

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3. How do these data compare with data from other communities, your county, your state and/or national data? Are trends similar? How do levels, trends and rates compare among different age, race and gender groups?  

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4. Are there any questions about the data? Do you need more information?  

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5. What can be interpreted from the data? What conclusions can you draw from the data?  

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6. How does this risk factor/problem behavior compare with other risk factors/problem behaviors?  

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## Tools for analyzing data

- Tables
- Graphs
- Charts

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Slide 3-23

# Notes



Slide 3-24

## Tables

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Record raw data into tables to identify:

- Red flags
- Comparability
- Completeness

Year	# of drop-outs
1995	30
1999	31
2001	31

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# Notes



**Table:  
School Drop-Out**

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Year	Drop-outs (Anytown)	Drop-outs (National)
1998	4.9%	5.5%
1999	5.0%	5.6%
2000	5.2%	5.5%
2001	5.4%	5.4%
2002	5.5%	5.5%

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Slide 3-25

# Notes



### Slide 3-26

## Graphs

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- Examine trends.
- Identify significant changes in one or two years.
- Compare with national data.

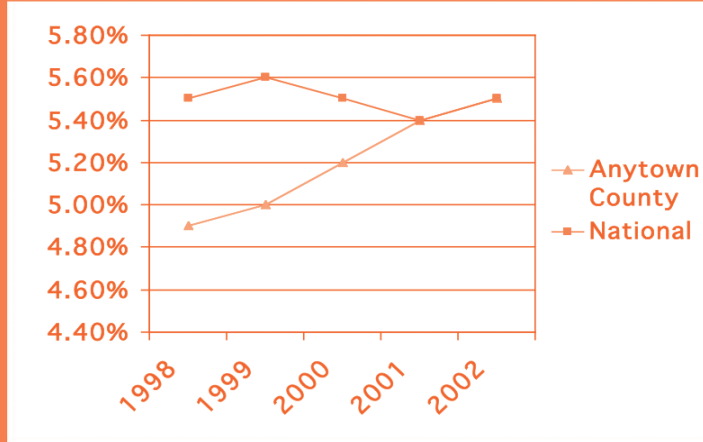


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# Notes

## Graph: School Drop-Out

Communities That Care



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# Notes



Slide 3-28

### Use charts to compare:

- Age groups
- Areas
- Populations
- Trends

Communities That Care

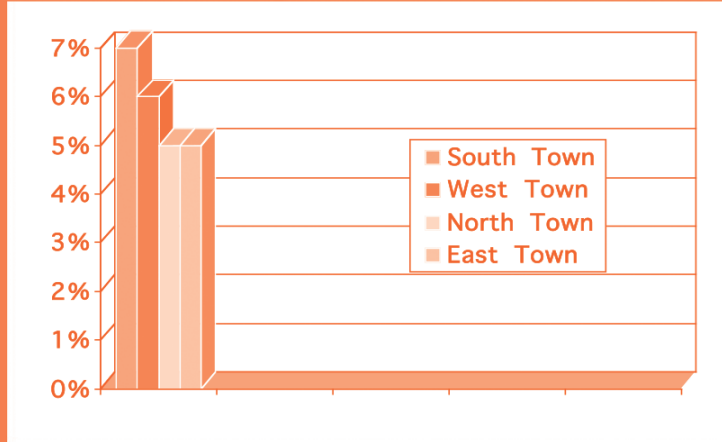
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# Notes

## Bar chart: Unemployment rate, Anytown County

Communities That Care



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# Notes



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### Helpful hints for data analysis

Communities That Care

- Set a time line.
- Collect more information as needed.
- Ask experts for help.
- Beware of “paralysis by analysis.”

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# Notes

## Data collection summary

Communities That Care

- Decide what data to collect.
- Identify and assign sources.
- Collect raw data.
- Format and prepare for prioritization.

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# Notes



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### Next steps

Communities That Care

Finalize data collection assignments.

Assign a data manager.

Set a time line for collection and analysis.

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# Notes



**Phase Three:**  
**Developing a Community Profile**

**Module 1** Overview  
Milestone: Build the Community Board's capacity

**Module 2** Using the *Communities That Care* Youth Survey report  
Milestone: Collect community assessment information

**Module 3** Collecting Archival Data  
Milestone: Collect community assessment information

**Module 4** Identifying Priorities  
Milestones: Prioritize populations or geographic areas  
Identify priority risk and protective factors

**Module 5** Preparing a Community Assessment Report

**Module 6** Next Steps

**Community Resources Assessment Training**

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NEXT  
UP

# Notes

# Notes